



## Job Description and Person Specification - Deputy Headteacher

Organisation:	Watergrove Trust
Academy:	Matthew Moss High School
Section:	Senior Management
Location:	Matthew Moss Lane, Rochdale OL11 3LU
Job Title:	Deputy Headteacher
Scale:	L18 - 22 (currently £78,702- £86,803 per annum)
Accountable to:	Headteacher MMHS
Accountable for:	All Matthew Moss High School Teaching and Associate Staff
Special Conditions of Service	All posts require enhanced DBS clearance prior to appointment

Matthew Moss High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### Organisational Chart:

Board of Trustees / CEO
CEO
Headteacher
Deputy Headteacher (s)
Assistant Headteacher(s)

## **PURPOSE AND OBJECTIVES OF THE ROLE**

To provide professional leadership and management for Matthew Moss High School, promoting a secure foundation from which to achieve high standards in all areas of the school's work.

The School Teacher's Pay and Conditions document sets out the standards in relation to the professional responsibilities of the Deputy Headteacher.

Under the overall direction of the Headteacher, the Deputy Headteacher will play a major role in:

- Providing vision, leadership and strategic direction
- Effectively leading the learning agenda and teaching
- Promoting excellence, equality and high expectations of all learners
- Deploying resources to achieve the school's aims
- Evaluating school performance and identifying priorities for continuous improvement
- Carrying out day-to-day management, organisation and administration
- Securing the commitment of the wider community
- Creating a safe and productive learning environment that is engaging and fulfilling for all learners.
- Undertaking the professional duties of the Headteacher in their absence, as required.

### Control of Resources

#### Personnel

As appropriate, all Matthew Moss High School staff.

#### Financial

Trust delegated budget to Matthew Moss High School

#### Safeguarding

Fulfill responsibilities and obligations in relation to the safeguarding of staff and learners.

#### Assets/Equipment/Materials

To manage the assets of the school on behalf of the Trust. To be responsible for the safe use of equipment/materials used by self, colleagues and learners.

#### Health/Safety/Welfare

To promote staff well-being and be responsible for the safety and welfare of self, colleagues and learners in accordance with the Health and Safety Policies of Watergrove Trust.

#### Equality and Diversity

To work in accordance with Watergrove Trust's Policy relating to the promotion of Equality and Diversity.

## Training and Development

The post holder will be responsible for assisting in the identification and undertaking of their own training and development requirements in accordance with Watergrove Trust's Appraisal Framework.

## Values & Behaviours

Our mission is to be ever "Providing more" to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

## **Principal Duties**

### A) Strategic Direction and Development:

- Develop the School's vision of CHANGE Work with the Headteacher to ensure the school's vision is clearly articulated, shared, understood and acted upon effectively by all.
- Lead the School in a way which inspires and motivates learners, staff and other stakeholders, through their everyday practice inline with our shared culture and positive environment
- Work towards the School's performance being of sufficient quality and drive continuous school improvement
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community.
- Monitor and evaluate the performance of the school and respond and report to the Trust Scrutiny Committee and Local Governing Body as required.
- Maintain the School's position as a school of choice for parents ensuring, as far as possible, that every available place is filled. Work within the school community to translate the school's vision into agreed objectives that promote and sustain continuous improvement.
- Be responsible for promoting the School (in partnership with the Trust) with particular focus on the prospectus, website, newsletter and parent questionnaires. Be supporting and empathetic towards Trust partnership needs and opportunities within the Trust.

### B) Developing Teaching and Learning:

- Continue to maintain an environment that promotes and secures good teaching, effective learning, high standards of achievement and strong attitudes to learning, relationships and behaviour.
- Strategic leadership of teaching and learning, in partnership with the Leadership Team, with the objective of continually improving the quality of teaching and learning within the high school.

- Ensure a consistent and continuous School-wide focus on learner achievement using data and tracking to monitor current progress for each learner. Lead the target setting process for learners.
- Develop procedures and systems to inform learners, teaching and pastoral staff, parents and Trustees of learner progress, including ensuring consistent reporting of achievement and progress.
- Ensure classroom practice is monitored and evaluated and that best practice is shared.
- Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.
- Provide a wide range of opportunities for learners to invest themselves with cultural capital and develop their strengths, including extra-curricular and enrichment activities.
- Implement strategies that secure the highest possible educational achievement for every learner and continue to reduce the gap for disadvantaged learners.
- Demonstrate and articulate high expectations for every learner.
- Ensure the School's curriculum inspires, informs, challenges and develops the skills of every learner.
- Ensure that safeguarding policies and procedures are fully implemented and followed by all staff and that any concerns about learner welfare are addressed sensitively and effectively.
- Ensure supportive pastoral care for all learners and implement strategies that maintain and improve further the School's high standards of relationship, behaviour, punctuality and attendance.
- Challenge underperformance wherever it is found and ensure effective intervention and support.

### C) Leading and Managing Staff

- Sustain and develop our positive ethos and provide educational vision and direction, which secures effective teaching and successful learning.
- Assist the Headteacher in building a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Recruit, deploy and develop colleagues, ensuring effective induction for new employees and assist in managing their workload to achieve the school's vision and goals.
- Ensure the School's organisational structure is able to deliver the objectives of the school
- Provide effective and regular management of senior leaders with regular oversight, performance review and delegation of responsibilities.
- Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
- Strengthen the School's culture supporting and encouraging staff well-being. Treat people equitably and with dignity and respect to create and maintain a positive school culture.
- Maintain a culture of continuous professional development for all staff, with learning and development closely linked to the School's Development Plan and priorities. Ensure

that performance management systems are robust, fit for purpose and explicitly linked to improvement priorities and pay progression.

- Ensure that performance reviews are undertaken in a timely manner and that target setting is of high quality and secures improvement.
- Regularly review own practice, set personal targets, and take responsibility for own personal development.

#### D) Effective Deployment of Staff and Resources

Assist the Headteacher in building a collaborative learning culture within the school and actively engage with other schools to build effective learning communities. by:

- Acknowledging responsibilities and celebrating achievements of teams and individuals.
- Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided. Also, manages own workload and that of others to allow an appropriate work/ life balance.
- Ensure effective two way communication with staff (including managing the process through which staff engage in the high school's development planning process).
- Ensure that effective and prudent use is made of the high school's budget and that appropriate spending priorities are established, linked to both the Trust and the high school Development Plans and the needs of learners.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve learners' achievements, ensure efficiency and secure value for money.
- Liaise with staff representatives and trade unions as appropriate.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- In consultation with the CEO and Trust HR members, lead and manage the staff team including: appointments, promotion and deployment staff absence and welfare, pay, disciplinary and competency issues, performance management.

#### E) Accountability and Transparency

Support a school ethos that enables everyone to work collaboratively, share knowledge, research and understanding, celebrate success and accept responsibility for outcomes. by

- Be accountable to a wide range of groups, particularly learners, parents, carers and Trustees.
- Meet regularly with the Headteacher to:
  - a) ensure that high school development planning, internal controls, risk and assurance processes complement and are compatible with wider Watergrove Trust policy and practice;
  - b) report upon learner progress, financial management and staff development.
- Provide Governance with accurate, timely and transparent information and data, objective advice and support to enable the Board to meet its responsibilities.
- Promote an ethos that enables staff to share knowledge and understanding, celebrate success and accept responsibility for the success of the high school.
- Ensure individual staff accountabilities are clearly defined, understood and are subject to rigorous review and evaluation.

- Use a range of evidence, including national data comparisons where appropriate, to monitor, evaluate and improve all aspects of the high school.
- Ensure accurate and timely statistical returns to the Department for Education, Education & Skills Funding Agency, Ofsted, MB Rochdale and other relevant agencies.
- Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- Provide information, objective advice and support to the Watergrove Trust to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Be fully committed to safeguarding and expect all staff and volunteers to share this commitment.
- Carry out any such duties as may be reasonably required by the Trust and Local Governing Body.

#### Strengthening community

- Work with the Headteacher to:
  - Build a school culture which takes into account the richness and diversity of the school's communities.
  - Ensure learning experiences for learners are integrated with the wider community, and that some of these are community-based.
  - Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of learners and their families.
  - Create and maintain an effective partnership with parents and carers to support and improve learners' learning and personal development.
  - Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the school and its value to the wider community.

### **SECONDARY DUTIES**

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, learners, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across departments with colleagues and learners to ensure the School & Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate.

5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, learners and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if they so wishes, with their Trade Union representative).
9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
  - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
  - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
  - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
10. To attend and participate in meetings as required.
11. Play a full part in the life of the School community, supporting our ethos and values encouraging staff and learners to follow this example.
12. Support the School & the Trust in meeting our legal requirements for worship.
13. Actively promote the School & Watergrove Trust corporate policies.

*This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.*

Job Description Prepared by: Charlotte Leach - Rogers

Date: March 2026

Postholder Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PERSON SPECIFICATION

<b>School:</b>	Matthew Moss High School	<b>Post:</b>	Deputy Headteacher
<b>Section :</b>	Senior Management	<b>Scale:</b>	L18 - L22

### Note to Applicants:

- *Essential Criteria* (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.
- There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.
- For example: Where (AF) is indicated next to an *Essential Criteria* you **MUST** include details relating to this aspect in your Application Form. You can include examples from either paid, or voluntary work. Please do not leave gaps in any employment history.

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Criteria	Essential (E) or Desirable (D)	How Identified:
<b>Qualifications</b>		
Qualified Teacher Status	E	Letter of application
Appropriate honour degree	E	
NPQH	D	
Evidence of recent, relevant INSET	E	
Masters or other higher level degree	D	
Further relevant professional qualifications	D	
<b>Knowledge</b>		
Good knowledge of strategies designed to raise attainment & standards through effective curriculum design	E	Letter of application
Thorough understanding of data systems	E	
Ability to use data, benchmarks and feedback to monitor learner progress	E	

Good knowledge of strategies designed to increase pupils' motivation to learn	E	Interview
Good knowledge of personalised learning practice	E	
Good knowledge of the Professional Standards requirements for teachers	E	
Good understanding of school self-evaluation and effective action planning	E	
Knowledgeable about strategic financial planning, budgetary management and principles of best value	E	
Evidence of published material	D	
Knowledge of Management Information Systems	D	
<b>Experience</b>		
Clear understanding of safeguarding and the promotion of the welfare of children	E	Letter of application Interview
Experience of teaching in the secondary sector	E	
Very recent (within 6 months) or current experience of successfully leading teams ideally employed at least a Deputy Headteacher level	D	
Proven experience of working with groups of teachers and/or departments to raise pupil attainment levels	E	
Proven experience of successfully managing change	E	
Ability to demonstrate initiative	E	
Identifiable record of raising standards of learner progress	E	
Experience of leading on intervention initiatives	E	
Experience of maintaining high standards of behaviour	E	
Knowledge and implementation of Prevent strategies	E	
Experience of building effective collaboratives	D	
Experience of writing SEFs & SDPs	D	
Experience of safer recruitment training	E	

Experienced in recruitment	E	
<b>Personal qualities/skills</b>		
Energy, vigour and perseverance	E	Interview
Ability to model at least good teaching	E	
Ability to communicate effectively with all stakeholders	E	
Ability to analyse and assess the impact of school improvement initiatives and actions	E	
Ability to work as a team player	E	
Ability to establish mutual trust and respect with colleagues, pupils, parents, governors and the wider community	E	
Ability to support and develop a clear vision	E	
Ability to build and support effective teams	E	
Excellent inter-personal skills	E	
Sound administrator	E	
Excellent organisational skills	E	
Ability to motivate, counsel and develop both pupils and staff	E	
Excellent verbal and written communication skills	E	
Enthusiasm and enjoyment of teaching	E	
Appropriate appearance and presence	E	
Flexible	E	
Willingness to support the school's extra-curricular Performing Arts programme		
Self motivating		
Good sense of humour		
Ambitious		
<b>Values and Behaviours</b>		

<p>Approach the job at all times using the values and behaviours of the CHANGE ethos:</p> <ul style="list-style-type: none"> <li>• Composure - We remain effective under pressure.</li> <li>• High Standards - We expect much from ourselves and others.</li> <li>• Agency - We know how to learn and make things happen.</li> <li>• Numeracy &amp; Literacy - We master our use of numbers and words.</li> <li>• Growth Mindset - We learn to succeed through practice.</li> <li>• Empathy - We care about others as well as ourselves</li> </ul>		<p>Letter of application</p>
<p>Special Working Conditions</p>		
<p>Enhanced DBS clearance</p>		

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